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ABSTRACT

The five parts of this report are: research on instruction; faculty dissertations; inter-institutional research; in-college research; and college-endorsed research. The first covers experiments in teaching French, practical nursing, English, math, and chemistry, and in giving examinations. Faculty dissertations include studies of post-graduate activities of student government officers; effects of seating arrangements in counseling; confirmation experiences related to self-image; concepts of science instruction in general education; and a systems approach to professionalism of faculty in certain Florida colleges. Inter-institutional research projects are reported for identification, placement, and curriculum for academically unprepared students; follow-up of entering freshmen (1966); a clearinghouse for the Florida Community Junior College Inter-institutional Research Council; student rights, freedoms, and involvements; composition writing study. (The last two were done as League for Innovation activities.) In-house research includes a follow-up of Santa Fe graduates, 1966-68; evaluation of an education aide program; and description of an early-childhood center. College endorsed projects are a pilot study of student attitudes to the media used in speech classes; a survey of attitudes toward law of several student social groups; study of student attitudes to pharmacy; action project with transfer graduates to determine the college's success in implementing three of its goals. (HH)

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SANTA FE JUNIOR COLLEGE

"RESEARCH ACTIVITIES"

JC 690 343

Gainesville, Florida 32601
August, 1969

INTRODUCTION

This collection of reports and abstracts is the first attempt of Santa Fe Junior College to assemble and disseminate various "research activities" conducted at the junior college.

Instructors were asked to submit brief statements on different approaches to instruction which they had tried this year; staff who had earned doctorates furnished a resume of their dissertations; reports were prepared on the inter-institutional projects in which Santa Fe participated; statements were developed about research-type activities carried on by graduate students at the college; and abstracts of other research efforts were written.

The material included in the booklet is not considered to be all-inclusive; it contains the reports on file in Research and Development. In subsequent years it is hoped that copies of all such reports and activities will be available in Research and Development; one of the purposes of this office is to maintain centralized files for such reports.

This booklet was prepared by the Director of Research at Santa Fe Junior College.

Ann Bromley, Ph.D.
Research and Development

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Section A.

INSTITUTIONAL

RESEARCH

ACTIVITY

REPORTS

EXPERIMENTAL FRENCH CLASSES

Ann Birr

Rather than meet on a non-daily basis as had been customary in the past, French 101 (beginning) and French 102 classes in term three (III) and four (IV), respectively, met for 45 minutes daily. The purpose of this arrangement was to examine its effect on: (1) teacher-student contact, (2) drop-out rate, (3) grades earned and (4) the continuation of study in French.

Upon termination of this arrangement the following observations were made:

1. Daily meetings provide more opportunity to work with students individually.
2. Attendance was extremely good.
3. Eighty-two per cent of enrollees finished the French 101 course.

   Eighty-seven per cent of enrollees finished the French 102 course.
4. Fifty-five per cent of enrollees completing French 101 enrolled in French 102.

BEHAVIORAL OBJECTIVES AND TEAM TEACHING IN THE LICENSED PRACTICAL NURSE PROGRAM

Martha Bell

Team teaching, as implemented by the Nursing faculty in their Practical Nurse program, employs several different techniques.

During the "Overview" (first 12 weeks of training in Practical Nurse program), each separate course had a "head instructor" who planned and coordinated teaching activities and did follow-up testing. Usually this instructor was the one who lectured, followed by four small group discussions.

Programmed instruction was used on a limited basis in Nutrition, Health and Structure and Function; small group discussions followed.

The heart of the Practical Nursing curriculum lies in the last eight months, when the student averages 24 hours per week in the clinical area. During this time, each instructor is assigned to a specific clinical area (Medical-Surgical; Obstetrics; Pediatrics), and a group of 8-10 students rotate to these areas in a time block or from 6 to 8 weeks. The concept of the "head teacher" for each course continues during this period with increased utilization of small groups, as well as, different techniques of instruction.

The main goal is to make the students more and more independent, being able to rely on their own abilities to seek information and perfect skills. For example, lecture time in two of the courses has been reduced to 2-4 hours as opposed to 24 hours. The students were expected to seek information on their own and bring questions back to the small groups for further discussion.

To further the concept of self-learning, Patient Nursing Case Summaries are completed for major disorders of the body. Each patient summary is discussed with the student, as they are completed, hence individualized, specialized instruction.

DIVERSIFIED INDIVIDUAL TEACHING (DIT) IN FH 100

Evelyn Hale

The purpose of the research in diversified individual teaching was to determine whether a program designed to recognize the level of ability of each student in FH 100 and to help each cultivate his own proficiencies or to remedy his difficiencies in the communicative skills would be more beneficial than adherence in orthodox fashion to a prescribed course of subject matter for all students. Two equal sections were taught by the same teacher under similar conditions using the same text books, and both sections were pre- and post-tested on reading, grammar, writing and speaking. The students in the control section were invited and urged to avail themselves of the facilities of the Learning Lab, but those in the experimental section were scheduled for diversified individual teaching in the Lab one period out of five every two weeks. In some cases the help given was remedial, and in others it was augmentative. As was anticipated, there was no phenomenal growth of the individual student measurable in either section during just the one semester of the project, but those in the experimental section tended to show more significant improvement in writing and grammar than those in the control section. It was interesting to note that there was considerably less absenteeism in the experimental section which may reflect increased motivation. It is predicted that the greatest value of DIT through the required use of the Learning Lab will be in the students' continued use of it. A large number of students in the experimental section, as opposed to the control

section, are making use of the Lab this term, and there is good reason to believe that these students will continue to take advantage of DIT and make it an enriching supplement to their course work throughout the rest of their academic program at Santa Fe Junior College.

INSTRUCTIONAL OBJECTIVES IN BASIC ENGLISH COMPOSITION

Carolyn Arena

Based on techniques suggested in Mager's book, Preparing Instructional Objectives, and approaches to teaching which were discussed at the League for Innovation Workshop of 1968, a syllabus was prepared for this introductory writing skills course.

In the syllabus the major goals of the course are outlined and the objectives the student must meet in order to reach these goals are spelled out. The course is divided into two major segments - grammar studies and content. By the end of the course the student is expected to be able to compose long themes exhibiting correct grammatical structure.

The students' reactions to the syllabus were positive. Many indicated that this was the first time, in an instructional setting, they knew what was expected of them.

VARIATIONS IN SCHEDULING IN MATHEMATICS

Florence Cline

In order to try and effect a cut-back on the drop out rate of a mathematics course held in the evenings, a different approach to scheduling was initiated. Rather than meet for the customary 3 hour block, the class met twice per week for 1 1/2 hour sessions. Students seemed to prefer this arrangement and there were no X grades for the class.

Another mathematics course, MS 102 (algebra), was arranged so it could meet everyday rather than every other day. Again, X grades are not in evidence.

A DIFFERENT APPROACH TO EXAMINATION ADMINISTRATION

Richard Richardson

The purpose of research in this area is to find a better method of administering exams than the traditional hour exam.

The procedure is as follows: For the course CY 111 a series of four exams are placed in the Learning Laboratory. In class, corresponding sheets are passed out describing topics and methods of examination. When the student feels he is prepared to take the exam, he goes to the Learning Lab and informs the proctor there. She gives him his exam and he proceeds to a cubicle where he completes the exam. Upon completion, he checks with the proctor. If the instructor has office hours, the student brings the exam to him for grading in an oral conference. If he is not in his office, the student leaves the exam there and arrangements are made for the grading conference.

Advantages:

1. Student can take exam anytime.
2. Student can choose his time to take exam; no one-shot affair (no make-up exam, either).
3. Student can spend as much time as he wants on exam; a true test of knowledge.
4. Student gets immediate reinforcement and correction.

These exams measure the student's knowledge and ability. It is planned to also give a timed final which should give the student an idea of how he might compete at another institution.

Conclusion: The method seems advantageous. Most grades are excellent to fair, or very poor (i.e., student was not prepared, no reason to take exam). Problems are technical, i.e., meeting deadlines (require completion of exams 1 and 2 by two-thirds of the course and exam 3 by the end of the course for an XI; otherwise an X grade is assigned. Completion of all four exams for a letter grade is required.

THE OPEN LAB FOR CHEMISTRY

Richard Richardson

The phrase "open lab" means exactly what it says. The lab is open; i.e., the student should be able to come to the lab at his choice of time and spend the amount of time he wishes, more or less, depending on his abilities and interest. The purpose is to allow the poor student the time he needs, the good student the chance to go on, and the average student his choice of time so that what classically has been a drudgery can become just another class to fit into his busy schedule. The procedures involve the use of taped lectures and slides in conjunction with the laboratory manual and constant supervision by an instructor or qualified assistant. An anticipated advantage is the possibility of running concurrent labs, exposing students to a broader experience in chemistry i.e., freshman and sophomore labs in same room. Thus far, great pleasure has been expressed by students in favor of the open lab. General conclusions can be made that, at this point, the open lab is a success in that staff and students are well pleased. Other hidden aspects cannot be determined because of the infancy of our system.

Section B.

RESUMES OF

FACULTY

DISSERTATIONS

COMPLETED

DURING 1968-1969

A STUDY OF THE POST-JUNIOR COLLEGE COMMUNITY ACTIVITIES OF ELECTED STUDENT GOVERNMENT OFFICERS COMPARED TO THOSE OF A SIMILAR GROUP OF NON-OFFICERS

Lester R. Goldman

The purpose of this study was to measure the community activities of junior college graduates in relation to their degree of involvement in student activities while students. The sample consisted of a matched group of Student Government Association officers and fellow graduates from three Florida junior colleges in the graduating classes of 1949-1960. Wilcoxon's Matched-Pairs Signed-Ranks Test was applied to the results. Few significant differences in community involvement were demonstrated between the groups. According to these results, student activities programs may not be meeting the objectives for which they were originally established.

SOME EFFECTS OF SEATING ARRANGEMENTS IN COUNSELING

Robert Myers

The study investigated the relationship between various seating arrangements and counselees' reactions to an initial counseling interview. Sixty subjects were randomly drawn from entering Santa Fe Junior College freshmen students in the fall of 1968. The subjects were randomly assigned to three treatment groups according to an experimental 3 x 2, factorial design. The design tested the main effects of treatment, sex, and the interaction generated by the design. The data collected from the criterion instruments were examined by applying analysis of variance techniques. The findings of the study strongly suggest that the seating arrangements used in the study offered significantly different levels of security for the beginning counselee.

THE EXPERIENCE OF BEING CONFIRMED: ITS RELATIONSHIP TO SELF-EXPLORATION AND SELF-CONCEPT

Charles H. Merrill

The purpose of this study was to investigate the nature of confirming experiences as theoretically stated in humanistic psychology. An attempt was made to relate the confirmation experience to previous research on positive human experience.

The study investigated: (a) the relationship between confirmation and inferred level of self-exploration during the confirming experience, and (b) the relationship between confirmation, level of self-exploration, and self-esteem. Subsidiary analyses explored the relationship between confirmation, sex, and age. Predominant content themes and persons with whom confirming experiences occurred were also analyzed.

The primary research tool was the Confirming Experience Ouestionnaire developed by the researcher. Written narratives were obtained from 116 junior college students regarding an experience with another person who had confirmed them.

Responses were judged by two groups of trained judges, each group using one of two inference rating scales. A scale for rating degrees of confirmation was developed by the researcher, and the Gendlin Levels of Experiencing Scale was used to rate levels of self-exploration.

Product-moment correlations also revealed no relationship between age and either confirmation or self-exploration. A point-biserial correlation revealed no relationship between sex and confirmation.

In the content analysis, the most frequently mentioned group of

confirming agents was friends of the opposite sex. The second most frequent group was friends of the same sex. Other groups were teachers, parents, relatives, siblings, spouses, peers, strangers, employers, self alone, and older adults, respectively.

Further investigation into the nature of confirmation is needed with more refined conceptualizations and instruments and with differing populations.

A PROCESS-CONCEPTUAL SCHEME APPROACH FOR JUNIOR COLLEGE GENERAL EDUCATION SCIENCE INSTRUCTION

Lennie Small Middleton, Jr.

The purposes of this study are as follows: To describe the role of the natural sciences in meeting the objectives of a community junior college general education science course; to identify and select processes and conceptual schemes within the broad area of the natural sciences as they fit a theoretical framework of activities and subject matter for a general education course in the natural sciences for junior college students; and to describe these selected processes and conceptual schemes and show their interaction in accomplishing the purpose of such a course.

The identification, selection, and description of the role of science in general education and the role of a process-conceptual scheme approach in science education involved the use of the following methods and sources: (1) review of related literature; (2) consultation with scientists; and (3) experiences of investigation.

To evaluate the relationships between the selected processes and conceptual schemes and the conventional areas of natural science, six scientists were asked if the selections were in harmony with skills of inquiry and current concepts in their own subject areas.

To determine if the selected Process-Conceptual Scheme Approach is in harmony with the aims of general education at the junior college level, the following sources were used: (1) questionnaires completed by science educators who were asked to judge the approach relative to its stated objectives; (2) pre-test/post-test scores from treated and untreated groups of students; (3) student reaction papers; (4) course

evaluation forms completed by students; and (5) observations made by the investigator.

Seven processes of science were identified. They are: (1) Observing; (2) Describing-Communication; (3) Predicting; (4) Inferring; (5) Factor Identification; (6) Experimental Analysis; and (7) Experimental Design.

Ten conceptual schemes were identified. They are: (1) Matter-Energy-Forces; (2) Interaction; (3) Change; (4) Equilibrium; (5) Conservation; (6) Systems Organization; (7) Variation; (8) Relativity; (9) Reproduction; and (10) Adaptation-Conformation.

Scientists judged that these selected processes and conceptual schemes represent important skills and processes in their respective areas.

The approach was found by educators to be in harmony with the objectives of junior college general education science.

Data in the form of TOUS and ITED scores indicated that the treated groups increased slightly more than the untreated groups in their ability to recognize the role of the scientific enterprise and to identify scientific facts and concepts. Student reaction papers provided evidence that indicated their ability to relate to the conceptual schemes in describing events. Student evaluation forms and investigator observations provided evidence to support student approval of the approach.

PROFESSIONALIZATION OF FACULTY IN SELECTED FLORIDA JUNIOR COLLEGES: A SYSTEMS APPROACH

Michael I. Schafer

The primary purpose of this study was to examine faculty development programs in Florida's junior colleges. Based upon this examination, an effort was made to assess what the primary aims of such a program should be, the main obstacles to reaching these aims, and how these aims might be reached more effectively and efficiently than has been possible in the past.

A structured interview guide was developed to gather the information needed for this study. Those interviewed most often stated that the primary aim of a faculty development program should be to improve the quality of instruction. The main obstacles to attaining this goal were perceived to be time and money. The interviewees indicated that most faculty development practices had a high potential value in a program of faculty development. This potential had not, as they perceived it, been realized in practice. The respondents indicated that the use of special seminars and courses should be increased in faculty development programs.

It was concluded from this study that no given set of practices can, by itself, make possible a high quality program of faculty development. Rather, it is careful planning and sufficient funding of the programs that now exist that can best contribute to the professionalization of faculty.

Section C.

INTER-INSTITUTIONAL

RESEARCH

PROJECTS

A PILOT STUDY RELATED TO IDENTIFICATION, PLACEMENT, AND CURRICULUM DEVELOPMENT FOR ACADEMICALLY UNPREPARED STUDENTS IN FLORIDA JUNIOR COLLEGES

Santa Fe Junior College and Daytona Beach Junior College participated in this pilot study.

Forty-one Santa Fe students volunteered to participate in a testing program which involved approximately two hours of their time. They were administered tests to determine attitudes, opinions, motivations, goals and performance, as well as an audiometer eye test. In addition, data on the individual students was gathered from the Florida state-wide testing program, the comparative guidance and placement program of educational testing service and the survey questionnaire administered each fall to the entering junior college students through the offices of the Florida Board of Regents. The data gathered was both usable and luminous, and is in the process of analysis. The findings will not be available on an individual or individual college basis. The project was sponsored by the Florida Task Force on Testing and funded in part by the Division of Community Junior Colleges.

A FOLLOW-UP STUDY OF ENTERING JUNIOR COLLEGE FRESHMEN - 1966

On January 8, 1969, the Florida Junior College Inter-institutional Research Council met for the first time. Santa Fe Junior College is a member of the council and the Santa Fe Junior College representative for the council served on the Executive Committee during this organizational year.

One of the projects of the Council was a survey seeking to determine how many students have completed their junior college studies and are employed in the occupational field for which they were prepared, how many have transferred to a Baccalaureate degree program, how many are still enrolled in the junior college, how many can be considered dropouts, etc. The random sample per institution from the Fall, 1966 entering public junior college freshmen totalled 499 out of 28,396. Procedures, plans, flow charts, questionnaires, etc., were developed and distributed to the 25 junior colleges in Florida which were admitting students in September 1966. Santa Fe Junior College participated in the survey and furnished data for 100% of their sample group.

The information which will be furnished by this study had been requested by the division of Community Junior Colleges, State Department of Education.

A FLORIDA "ERIC"

One of the earliest priorities for the Florida Inter-institutional Council was to compile research studies which were being conducted, recently completed or completed in the junior colleges in the past five years, plus all those older studies which may have long-range significance. In effect, the council will have established a research clearinghouse for public junior colleges of Florida.

To date, abstracted reports have been received on 32 completed studies and six which are currently in progress. A breakdown of the abstructed studies by categories is as follows:

Students	18
Faculty	2
Instruction	4
Curriculum & Programs	7
Institutional Operation	5
Miscellaneous	2

Santa Fe Junior College has submitted several abstracts for inclusion in the current inventory and a copy of all of the abstracts is on file in Research and Development.

STUDENT RIGHTS, FREEDOMS, AND INVOLVEMENTS IN THE JUNIOR COLLEGE

Ann Bromley

Santa Fe Junior College, as a member of the League for Innovation, has assumed the leadership role and major responsibility for a research project designed to ascertain the degree of Student Rights, Freedoms, and Involvements in the Junior College. The purpose of the questionnaire is to survey the varying degrees of student involvement in the junior colleges. The questions in the instrument refer to policies or statements of the junior college in reference to classroom activities, rules and regulations for student activities and student organizations, student records, disciplinary procedures and student involvement in decision-making.

It is anticipated that the pilot phase of the project will be initiated in the fall of 1969. Several of the member junior colleges of the League are participating in the pilot study of this particular project.

COMPOSITION WRITING STUDY

Carolyn Arena

As a result of the workshop in English composition held by the League for Innovation in the Community College at U.C.L.A. in 1968, a multiple blind test for validity in composition scoring was carried out by instructors from the League colleges.

The first step was to prepare a score sheet which checked student ability in both mechanics and content. (See attached sheet #1 for the score sheet.) This sheet was devised at the workshop. When the participating instructors returned to their member colleges, they collected writing samples from their composition classes. These samples were based on a pair of topics which had also been selected by the workshop members before the study began.

The design required a "before" and "after" composition from each student. That is, students wrote during the first week of class and again in the last week of class on the pre-selected topics.

The papers were then mailed to U.C.L.A. where they were coded and sampled. Then random samples of these papers were returned to the instructors who then graded them, using the attached scoring sheet (#1). They did not know who had written the papers or at what college they had been written. In addition, no indication was made to how if they were "before" or "after" compositions or at what level of proficiency the student was supposed to be.

From the grades received, the data on sheet #2 was completed. This chart shows scores divided into pre-test and post-test arrays with scores

being shown for content, organization and mechanics separately and for the total score on pre- and post-tests. The gain made by students is shown in "percentage of possible gain". The letter "N" refers to the number of compositions that were scored. (The drop in number is accounted for by the fact that not all compositions were returned on the post-test.)

The results of the test are quite interesting. First, students do appear to make progress in ability to write between the beginning and the end of the course. A particularly interesting finding was that remedial students' compositions content scores at the end of instruction was the same score as that made by transfer students prior to instruction. Apparently, remedial courses do bring students to the composition writing level of beginning transfer students.

Another finding of note is that mechanics did not improve at all, either for remedial or transfer students. Not only did the groups show no gain in mechanics, there was no difference in mechanics - pre or post - in the levels of ability of remedial and transfer students. Apparently, whatever placement procedures are, they do not relate to students' grammatical abilities.

A more detailed outline of this study can be found in "Is Anyone Learning to Write?", Eric Clearinghouse for Junior College Information, University of California, Los Angeles. A few copies are available at the Office of Research and Development.

Rater Reliability Data - English Project

Percentage agreement among 15 raters across the 4 essays:

(ATTACHED SHEET #1)

SCORE SHEET

	YES	NO		
I.	68 %		1.	Ideas themselves are insightful.
	90		2.	Ideas are creative or original.
	78		3.	Ideas are rational or logical.
Low	61		4.	Ideas are expressed with clarity.
II.	80		5.	There is a thesis.
Low	56		6.	Order of thesis idea is followed throughout the essay.
	69		7.	Thesis is adequately developed.
	72		8.	Every paragraph is relevant to the thesis.
	77		9.	Each paragraph has a controlling idea.
	85		10.	Each paragraph is developed with relevant and concrete details.
Low	64		11.	The details that are included are well ordered.
III.	83		12.	There are many misspellings.
	74		13.	There are serious punctuation errors.
	82		14.	Punctuation errors are excessive.
	70		15.	There are errors in use of verbs.
	67		16.	There are errors in use of pronouns.
	88		17.	There are errors in use of modifiers.
	67		18.	There are distracting errors in word usage.
	70		19.	The sentences are awkward.

Average: 74 %

CODE NO. _____

Summary: In general, raters could agree in 3 out of 4 judgments rendered.

Reliability quite sufficient to allow us to proceed.

Albert Johnson
12/11/68

Arena

A COMPARISON OF PRE- AND POST-TEST MEAN SCORES FOR REMEDIAL AND TRANSFER GROUP TOTALS AND INSTRUCTOR'S GROUP SHOWING GAIN AS A PERCENTAGE OF POSSIBLE GAIN

INSTRUCTOR CODE	INSTRUCTOR NAME	PRE-TEST N	PRE-TEST CONTENT 4 ITEMS $\bar{X}$	PRE-TEST ORGANIZATION 7 ITEMS $\bar{X}$	PRE-TEST MECHANICS 8 ITEMS $\bar{X}$	PRE-TEST TOTAL 19 ITEMS $\bar{X}$	POST-TEST N	POST-TEST CONTENT 4 ITEMS $\bar{X}$	POST-TEST ORGANIZATION 7 ITEMS $\bar{X}$	POST-TEST MECHANICS 8 ITEMS $\bar{X}$	POST-TEST TOTAL 19 ITEMS $\bar{X}$	GAIN IN PERCENTAGE OF POSSIBLE GAIN * CONTENT	ORGANIZATION	MECHANICS	TOTAL
REMEDIAL ALL	GROUPS	105	1.2	2.6	5.5	9.4	47	1.7	3.8	5.4	11.0	18%	27%	-4%	17%
02	ARENA	10	0.6	1.6	5.3	7.5	8	1.1	2.2	5.6	9.0	15	11	11	13
TRANSFER ALL	GROUPS	430	1.7	3.3	5.8	10.9	296	2.1	3.9	5.9	12.0	17	16	5	14

* FORMULA : $\dfrac{\bar{X}_{\text{POST-TEST}} - \bar{X}_{\text{PRE-TEST}}}{\text{MAX SCORE POSSIBLE FOR CATEGORY} - \bar{X}_{\text{PRE-TEST}}}$

(ATTACHED SHEET #2)

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Section D.

COLLEGE

RESEARCH

PROJECTS

A FOLLOW-UP STUDY OF SANTA FE GRADUATES 1966-1968

Ad Hoc Research Committee

Santa Fe Junior College undertook a follow-up study of its graduates from September 1966 to September 1968. An Ad-Hoc Research Committee was appointed to conduct the project. It was decided that questionnaires would be mailed to all of the graduates and that a semi-structured interview would be conducted with a sample of the respondents. Members of the Committee took responsibility for developing questions appropriate for the questionnaire; the faculty at large was invited to submit items of interest.

Of the 568 graduates who were awarded the Associate of Arts degree between September 1966 and September 1968, approximately 61 per cent were males and 39 per cent females. Questionnaires were returned by a total of 416 of our graduates which constitutes 73.2 per cent of our survey group and a sex break-down of the respondents compares favorably with the overall analysis of the relationship between male and female in our original group.

The questionnaire contained four parts: Part A, general information; Part B, employment information from students who were not attending school full-time; Part C, answered by students who were continuing their college education; and Part D, general questions on curriculum, courses, and grades of interest to Santa Fe. Information from our survey shows that more than 50 per cent of our graduates were over 21 at the time they were enrolled at Santa Fe Junior College. The parents of almost 90 per

cent of our students were born in the United States, but educationally, our graduates had completed more years in academic training than 54 per cent of their fathers and 63 per cent of their mothers.

In making a choice between participation in extra-curricular activities or part-time employment, our graduates showed they were more involved in financing their education than they were in taking part in the extra-curricular program. One of their prime concerns during the period of time at Santa Fe Junior College was their career and/or academic goals. For assistance with this particular type of problem they sought first, the counselors in Student Affairs and second, the faculty members.

Of the 416 respondents, it was found that 138 were working and not attending school on a full-time basis; of these, over 67 per cent felt that their present position on the job they are doing was not related to their course work at Santa Fe Junior College. Most of our working respondents had held only one or two jobs since they had graduated.

As expected, the University of Florida was the most popular receiving institution for our graduates. Of the total group who indicated they were currently enrolled at a college or university as a full-time student, approximately 72 per cent were currently attending the University of Florida and 87 per cent of our transferring graduates considered that Santa Fe had prepared them adequately, well, or very well for their present course work. A more complete description of the results of the survey may be found in the office of Research and Development.

EVALUATION OF EDUCATIONAL AIDE PROGRAM - SANTA FE JUNIOR COLLEGE AND ALACHUA COUNTY BOARD OF PUBLIC INSTRUCTION

Santa Fe Junior College has engaged in a contract with the Alachua County Board of Public Instruction for the training of twenty-four educational aides to serve in three differentiated staffed elementary schools during the year 1969-1970. Funds for the operation of the program have come from the College, the County, and the Educational Professional Development Act.

There were 124 applicants for participation in this project. Sixty were selected for interviewing. Interviews were conducted by Santa Fe Junior College personnel and by the principals of the elementary schools in which the aides were to serve. The final selection was made by the principal. In the selection process, an attempt was made to favor those individuals who were interested in exploring teaching as a possible vocation and those who wished to have this type of laboratory experience as a part of their first two years in college. Almost all of those selected indicated their intent to become future teachers in the elementary schools.

The training program for the twenty-four educational aides extends for twelve months. During the program, the student's tuition is paid at the College, as well as receiving $32.50 per week for his services. The twenty-four educational aides have a combination of professional apprenticeship and formal course work at the college; they work in the schools in the mornings and attend classes in the afternoon.

Weekly small group seminar meetings are held with all members of the "educational team". Ideas are exchanged, problems aired, and constructive suggestions made. It is understood by each of the students participating in the initial program that they will be asked to evaluate their experiences in this activity and to suggest variations in types of activities, course content and syllabi.

Dr. Stanley Lynch, Director of Behavioral Sciences at Santa Fe Junior College; Mrs. Lilly May Shaw, Principal of the Glen Springs Elementary School; Mrs. Ella Mae Schenck, Principal of the Marjorie Keenan Rawlings Elementary School; and Mrs. Hattilu Moore, Principal of the Prairie View Elementary School, have primary responsibility for the coordination and evaluation of this pioneer program.

EARLY CHILDHOOD CENTER

Stanley Lynch

At Santa Fe Junior College East, an Early Childhood Center designed to serve both parents and pre-school children, was planned and implemented by the Behavioral Sciences and Academic Affairs Divisions. This interdisciplinary program was initially funded by the College, with assistance from Title I, Higher Education Act Grant.

Under the direction of professional staff, the center was designed and constructed by college students. The Center presently offers a meaningful pre-school program for children, while parents, who would otherwise be unable, attend the College. Additionally, the parents are involved in experiences in the Center related to their own child's growth and development.

The Center is also providing laboratory experiences for the training of educational aides, as part of their college curriculum.

The pre-school program for the children is being conducted in the mornings. This enables the facility to be utilized in the afternoon as a training center for high school girls, who will attend the College sponsored Child Care Service Program.

Additional afternoon and evening seminars and institutes are in operation which provide in-service training for regional day-care center facility staff members. As an outgrowth of this interdisciplinary program, school furniture, equipment and toys are being manufactured by College students for use in the Center, as well as being distributed to other non-profit, public day care centers.

Instruction for the program is provided by the staff at Santa Fe Junior College, as well as guest lecturers from the University of Florida and the county at large.

Dr. Lynch has primary responsibility for the evaluation of the project.

Section E.

COLLEGE

ENDORSED

RESEARCH

PILOT STUDY TO EVALUATE STUDENT ATTITUDES TOWARD MEDIA IN SPEECH COURSES

Marie R. Storganello

Marie R. Storganello, under the University of Florida sponsorship of Dr. Kenneth Christianson, administered a questionnaire containing demographic, background, and attitude-measuring items to two classes of Speech 200. The administration of this questionnaire to the two classes was considered to be a pilot test of the instrument and the study was part of her thesis which deals with the internal and external variables affecting junior college student attitudes toward multi-media utilized in speech instruction.

A preliminary report of this pilot study indicates some of the variables found at Santa Fe Junior College. Among them are: older students (21 and older) tend to have less prior exposure to mediated instruction and a more positive initial attitude toward mediated instruction; the younger group (20 and younger) were aware of many of the electronic audio-visual media; and a substantial number had been exposed to media in at least three levels of education and all in one level.

Dr. Fregley and Mrs. Abbott of the Santa Fe staff cooperated with this project.

SURVEY TO ASCERTAIN VARIOUS SOCIAL GROUPS' ATTITUDES TOWARD LAW

David R. Kennerson

A University of Florida college law student, David R. Kennerson, under the sponsorship of R. C. Moffat of the College of Law, administered to a selected group of Santa Fe Junior College students a 66 item questionnaire.

The questionnaire was given in several BE 100 classes and Dr. Clifford R. LeBlanc, Vice President for Student Affairs, acted as Santa Fe sponsor for the research project.

STUDY TO DETERMINE ATTITUDE OF JUNIOR COLLEGE STUDENTS TOWARD PHARMACY

Roger Croswell

Santa Fe Junior College was selected as one of the Florida junior colleges to participate in the questionnaire study in an attempt to determine the attitude of junior colleges toward a career in pharmacy. The Dean of the College of Pharmacy, Dr. K. S. Finger, approved and supported the request.

Fifty students in a Santa Fe biology class responded to the survey questionnaire and Dr. Brooks, from Santa Fe, cooperated in the carrying out of this project.

ACTION PROJECT WITH TRANSFER GRADUATES OF SANTA FE

John W. Dykes

A former Santa Fe graduate, John W. Dykes, attempted to evaluate the degree of success in implementing three of the goals of Santa Fe Junior College. The goals were (a) to give each student a successful experience, (b) to provide for social mobility and (c) to prepare those who want to go on to a four-year institution. Two groups were examined. The first group was a sample of 24 transfer students from Santa Fe Junior College to the University of Florida. The second group consisted of members of the course entitled "Individuals in a Changing Environment". These groups were asked to provide demographic information and to complete the "Self-Concept as a Learner" test which was developed by Walter Waetjen of the University of Maryland.

The University sponsor was Dr. Purkey and the Santa Fe staff member coordinating the project was Mr. Tal Mullis.